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ABSTRACT

In 1998, Virginia's Quality Indicators and Core Standards provided a new measure for documenting educational gains for adults who are, according to the Performance Standard for Measure 3, "pursuing learning projects based on their individual goals and/or objectives." These adults are considered "project learners." Their projects may be related to their work, family, or community roles. The Arlington Education and Employment Program embarked on a study of project learners in 1998. The goal of the study was to develop a system to help learners set up learning projects related to their goals and evaluate their own work in a way that facilitated reporting. It was also intended to develop training materials to help teachers and tutors work with learners and their short-term goals. This training packet introduces teachers to Virginia's curriculum framework and provides background reading, model lessons, and learning to help learners develop projects related to their short-term learning goals. The module includes a facilitator's guide, a participant packet, a resource packet, and sample lesson plans. (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (SM)

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ED 472 781

WORKING WITH LEARNERS ON SHORT-TERM LEARNING GOALS

FACILITATOR'S GUIDE

DEVELOPED BY THE PROJECT LEARNER STAFF AT THE ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM

Produced by the Arlington Education and Employment Program (REEP) under funding from the Commonwealth of Virginia Department of Education 353 Staff Development Priority 7: Project Learner (VA-98-353)

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A Publication of REEP (Arlington Education and Employment Program)
Arlington Public Schools

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Background to the Development of the Training Module at the Arlington Education and Employment Program

In 1998, Virginia's Quality Indicators and Core Standards provided a new measure for documenting educational gains for adults who are, according to the Performance Standard for Measure 3, "pursuing learning projects based on their individual goals and/or objectives." These adults are considered "Project Learners." Their projects may be related to their work, family or community roles. Who are project learners? What are projects? How can project learning be evaluated?

As expressed in the 1998, Section 353 priorities for staff development, the Commonwealth was interested in responding to the needs of adult learners who come to programs for assistance with short-term learning goals such as understanding a math concept or completing forms for work. The learning is contextual, and therefore standardized tests may not measure the learning that has taken place. Funded under Section 353, the Arlington Education and Employment Program (REEP) embarked on the Project Learner study in July 1998.

The REEP program began the study with certain underlying assumptions. Curricula should be designed in such a fashion that it assists learners in enhancing or developing life-long learning skills and addresses the needs of learners. Second, responding to learners' needs and working with their short-term learning goals is an important component of a learner-centered program. Finally, through a process of goal identification all learners *become* project learners when they are working on meeting specific short-term learning needs.

> "We believe that there may be two ways of looking at "project learners." There are learners who come to our adult education programs with a specific, contextual learning need. There are also learners who come to our programs to accomplish broader goals such as improving English or basic skills. These learners become project learners when they are working on meeting specific short-term learning needs. Therefore, in the large classes or individualized instructional settings, all students can be project learners" (REEP Project Learner Study Proposal: Statement of Needs).

The goal of our study was to develop a system to assist learners in setting up learning projects related to their goals and evaluating their own work in a way that facilitates reporting, and to develop training materials that will assist teachers and tutors in working with learners and their short-term goals. Although there is no longer a specific category for project learners in Virginia's Quality Works, the curriculum framework works for all learners.

This training packet introduces teachers to the curriculum framework and provides background reading, model lessons, and learning activities to assist learners in developing projects related to their short-term learning goals. The module includes a facilitators guide, a participant packet, a resource packet and sample lesson plans.

TRAINING AGENDA

Training Time: 4 hours with a scheduled 5 minute and 15 minute break.

Materials: Participants' packet, Resource packet, overhead pens, flip-chart paper and markers, Understandometer, warm-up activity, application activity and evaluation forms.

As people come into the room handout the Understandometer (See Activity Page A). They are to assess their knowledge of working with learners on short term goals.

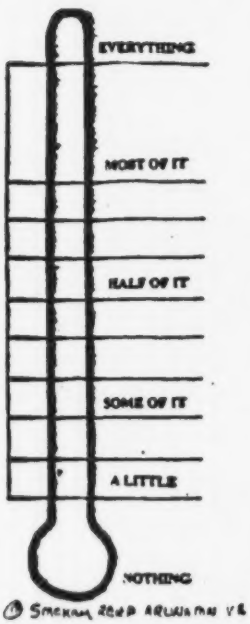
Workshop Steps		Procedures
I.	Introductions: Introduce facilitators.	
II.	Training Goals & Objectives: Overhead Page A	Go over goals and objectives of the workshop with the participants.
III.	Agenda: Overhead Page B	Go over the agenda with participants and let them know when the break(s) will occur.
IV.	Warm-up: Activity Page B	This is an information gathering activity. Each participant receives a grid. Instruct them to talk to three people in the group to answer the questions on the grid. At the end, process the grid by asking a few participants to talk about one person they met.
V.	Background Reading: Part A	Participants read Part A. After the reading, brainstorm with the participants and record their questions on flip chart.
VI.	Background Reading: Part B	Process the reading and record on a blank overhead or a flip chart goal definitions from the group.
VII.	Break (5 minutes)	This should be a stretch break and participants remain in the room.

Workshop Steps	Procedures
VIII. Background Reading: Parts C & D	Introduce this reading by discussing the rationale for doing goal work and the characteristics of effective goal work. Use Overhead C. The reading can be presented in two ways. You can have participants read the two parts themselves and then process it through a question discussion period. Sample questions are: What are the instructional objectives? Why is the class needs assessment important? How does it relate to the goals process? Another way to process the information in Parts C & D is to review the information by talking about the instructional steps - highlighting the important information. Use Overhead D as you go through the process.
IX. Process Demonstration	Go though the instructional objectives using a real set of lessons that take the students through the goal process. Show examples of classroom activities and student examples of work. Allow for a question time for participants. (See sample lessons in the training packet). You can also use your own lessons. **Which ever lesson you use should be included in the participants packet.**
X. Break (15 minutes)	
XI. Application Activity	This is a small group task. Participants join groups with others who teach similar levels. Handout the Application Activity sheet and go over directions. Hand out the Resource Packet. As facilitator, listen to group discussions, answer questions and offer suggestions when needed.
XII. Wrap-up	Review questions that participants originally asked to make sure all/most were addressed in the workshop.
XIV. Evaluation	Handout evaluation forms and collect the completed Understandometers.

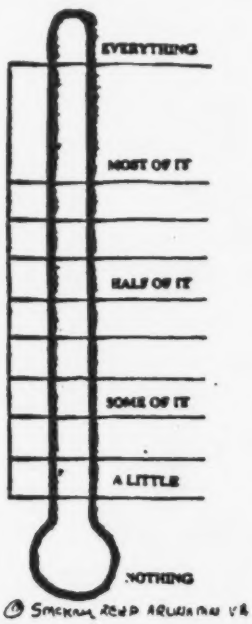
UNDERSTANDOMETER

How much do you know about working with learners on their short-term goals? Indicate your answer on the Understandometer at the beginning and the end of the workshop.

PRE-WORKSHOP ASSESSMENT



POST WORKSHOP ASSESSMENT



lease write other comments you have about the workshop on the back. Thank you!

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TALK TO 3 WORKSHOP PARTICIPANTS. RECORD THEIR ANSWERS ON THE GRID.

Name	Where do you work? What do you do?	What level of learners do you work with?	What is one goal you have in attending this workshop?

WORKING WITH LEARNERS ON SHORT-TERM LEARNING GOALS

Workshop Goals: To understand and use a framework for working with learners on short-term learning goals.

Workshop Objectives: Participants will be able to:

- Identify the instructional steps related to individual short-term goal work.
- Identify effective classroom activities and strategies for different stages of the goal process.
- Design a plan for own class that assists learners in identifying and working on short-term goals.

Workshop Agenda

Warm-up Activity

Background Reading A, B C & D

Process Demonstration

Small Group Application Activity

Wrap-up

Evaluation

RATIONALE FOR LEARNER GOALS

Working with learners and their short term learning goals:

- Gives learners a voice in their assessment and provides assistance with setting achievable goals as well as developing learning strategies and self-assessment skills.
- Informs instruction and improves practice through better understanding of learners (i.e., reasons for enrollment, needs, perceptions of progress).
- Provides a way to capture and report gains not reflected on standardized tests and help the field better articulate the importance of education in the lives of our adult learners?

CHARACTERISTICS OF AN EFFECTIVE GOALS PROCESS

These characteristics may vary depending on program circumstances as well as type of goals.

Goal work should:

- Incorporate activities that assist learners in achieving instructional objectives. (See above).
- Help learners identify a goal that is realistic, achievable, and measurable within the given time frame.
- Be an on going part of the curriculum.
- Be meaningful. Neither the learners nor the teachers should perceive goal work as a waste of learning time. For example, ESL learners need to be actively using English and see the connection between goal work and developing skills and strategies such as self-assessment and problem solving.
- Consider the level of skills and knowledge required to complete selected goal tasks.
- Be evaluated by the learner and teacher.

Overhead D

INSTRUCTIONAL OBJECTIVES

These objectives as well as the progress made toward the achievement of the stated goal are assessed at the end of the process.

Learners will:

- ✓ Understand the concept of goal setting.
- ✓ State a realistic goal.
- ✓ Identify strategies to achieve the goal, including personal strengths and obstacles to achieving the goal.
- ✓ Create a study plan to achieve goal.
- ✓ Carry out the plan, monitor goal achievement and refine goals and strategies, as needed.
- ✓ Evaluate achievement of goal.

INSTRUCTIONAL STEPS

The process/instructional steps mirror the instructional objectives.

- Needs assessment
- Identify a goal
- Develop a plan
- Carry out the plan/monitor progress
- Evaluate progress

SMALL GROUP TASK -- TEACHER PLANNING SHEET

Instructions: In you group discuss the activities you would use at your level to enable learners to identify, plan for, monitor and evaluate a short-term learning goal. You can use similar activities from you packet, but feel free to discuss others.

Class level:	Beginning	High Beginning	Intermediate	Advanced
Class Duration:	12 week	8 weeks	other _____	
Frequency pf classes:	2Xweek	4Xweek	other _____	

Stages of Process	Instruction Activities	Timeline (what week to introduce activity)
Class Needs Assessment		
Individual Goal Articulation, Planning & Initial Assessment		
Goal Monitoring		
Evaluation By learner By teacher		

SAMPLE LESSONS

Lesson 1

GOAL LESSONS AND CLASS ACTIVITIES
A GOAL WITHIN A UNIT

Level: High Beginning
Intensive (180 hours)
Contributed by: Donna Moss

Topic: Telephone/Communication
Telephone/Communication was the second topic after the Getting Started Unit. Through the needs assessment the Telephone/Communication unit was chosen as the second most preferred topic.

Introducing the concept:

1. I put the word "goal" on the board and asked the students what the word meant. Soccer was mentioned first. I drew a soccer net and ball on the board. I asked them what players had to do to win the game. They explained that they had to get the ball in the goal.

2. I elicited other meanings of the word. One student said it was a plan. I asked her to explain. She said that a plan was some things you do to get something you want.

3. I told them that we were starting a new unit and I wrote *Telephone/Communication* on the board. I asked them how many phone calls they made in a day (on average) speaking in their native language. (Average was 5 to 10). Then, I asked them how many calls they made using English. (Average was 0-3, most students said 0). I asked them what they usually did when they needed to make/receive a call using English. The general answer was that they got someone else to speak on the phone. I asked them why they had chosen this unit in the class needs assessment. What did they expect to learn and be able to do when they finished the unit? They said that they wanted to use English on the telephone by themselves more. We talked about learning goals. I asked them what goals they might have for themselves during this unit.

Identifying a goal and developing a plan

1. With an overhead of a goal identification worksheet (see attachment), I told them what was in the curriculum that we could study and I listed the skills on the grid. Then, I asked them what they needed to be able to do on the telephone using English that wasn't on the grid. I wrote down their needs on the grid.

2. I handed out copies of the grid and they copied the list from the overhead. Then I instructed them to evaluate how they felt about their skills for each topic on the grid.

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3. Next, I asked them to check the ones that they said they "could not do" or were "difficult" for them. I asked them to select one which was very important to them to concentrate on during our telephone unit. I assured them that we would be practicing many things in class, but by selecting one to focus on for a learning goal would help them be successful.

4. Finally, I handed out the goal and planning form and on an overhead we talked about the form. (See attachment). Then I used a goal one of the student's had identified as a model for completing the top of the form. Next, they completed the form for themselves and I went around and checked their understanding of the task and answered individuals' questions.

5. With the overhead, I used the same student goal as a model to complete the plan part of the form. Together, we brainstormed activities the student could do to achieve her goal. As the class made suggestions, I asked the student if she thought they were things she could try. If she said yes, then I wrote the activity on the grid. Then, I asked them to complete their own grids. I walked around the room to help students individually.

6. Students shared their plans with others in the class. I listened to the discussions. Finally, I collected their papers so that I could make a list of the goals students had identified. With this list, I planned future lessons and grouped students with like goals for monitoring activities.

Note: With one class I did not use the Goal/Plan worksheet. The students wrote their goal and their plan in their notebooks following a model I wrote on the board. I did not collect them, but I went around and looked at the plans and I made a list of the goals for myself. (See attachment)

Class Instruction Note: I learned from the list I made of student goals that some people wanted to leave messages on an answering machine, call to get information (there were many different types of information), make an order over the phone, i.e. pizza and taxis, call and leave a message at a child's school and make a doctor's appointment. Over the course of the unit, I planned several listening activities, set-up the tele-trainer machines, worked on dialogues for different situations, and gave two contact assignments (See Attachment). I also presented a telephone plan worksheet. (See attachment) with which students could plan the specific calls they were interested in making. Finally, I had the class leave me a message on my voice mail at work. (See Attachment).

Monitoring progress

During the course of the unit, I had the students take out their goal plan sheets and in small groups discuss what they had done so far outside of class, how they felt about their work and what they wanted to continue to do.

One Mondays, the students asked questions through an information grid (See attachment) about their goals and activities to date. I also completed the grid and was able to talk to most of the students this way. It gave me a good sense of who needed encouragement, more strategies and/or more

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direction. As a follow up to the activity, I mentioned what a few students were doing that I thought were good models for everyone.

Evaluating progress/achievement

Student Reflection: Toward the end of the unit, I handed out a reflection form for them to complete. (See attachment). We talked about the statements. I told them I wanted to know how they felt about their work and their skills using the telephone. They completed the forms and I used their assessment as part of my assessment of the goal.

Teacher evaluation: Many of the goals were easy to evaluate in the class because they matched lesson objectives and I recorded their achievements of competencies related to their goals on a record sheet I use for all units. (See Attached). Other goals were not as evident. For those, I relied on the completion of contact assignments I gave them and self-report of activities on their goal plan. (See Attached for contact assignments).

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Identifying a Personal Goal

Whole group brainstorms a list. Students transfer the list onto the questionnaire below and complete it individually. The class tallies the results to inform overall instruction. Then, each student assesses himself/herself with regard to each task and chooses the most important task/a difficult task to work on as a short-term goal.

Using the telephone	It is easy for me.	It is ok for me.	It is difficult for me.	I can't do it.
Call about an emergency.				
Getting information about a job.				
Make a doctor's appointment.				
Order pizza, taxi, tickets.				
Get information about education (NOVA).				
Talk to the bank about my balance.				
Call child's school.				
Understand marketing calls.				
Leave messages with people.				
Leave messages on machines.				
Call the weather number.				
Get information.				

**** Grid format contributed by Suzanne Grant**

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Contact Assignments

The homework assignment can be written on the board and students can copy it into their notebooks. No worksheets are necessary.

Homework 1

Name _____

Call the weather number: 936-1212
- What is the current temperature?
- Is the barometric pressure rising or falling?
- What will the high temperature be for the day?
- What will the low temperature be for the day?

Homework 2

Name _____

Call one of the following places to get information. Bring the information in to class on Friday.

1. Call Regal Cinemas: 527-9466
   - List 6 movies they are showing.
   - Which movies begin around 7:30 p.m.

2. Call the Central Library: 228-5990
   - What time does the library open Monday - Thursday?
   - What time does the library close Monday - Thursday?
   - What hours is the library open on Saturdays?

3. Call NOVA, Alexandria Campus: 845-6200
   - When does the next semester begin?

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Telephone Planning Worksheet
Small group work: Ordering a pizza

Greeting: Hi. Hello.	
Purpose: Can I order a pizza please? I'd like to order a pizza.	
Questions they may ask: What kind of pizza do you want? What size? What is your name and address and telephone number? How do you spell your name?	**Answers I can give:** I'd like the special. I want a large pizza. It's.....
My questions: How long will it take? How much is it? I'd also like a menu.	**Answers they may give:** In less than 30 minutes. It comes to $18.00 The total is $18.00 Of course.
Closing: Thank you very much. I'll see you soon.	

** Telephone Planning worksheet format contributed by Sharon McKay

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GOAL MONITORING: Information Grid Activity

Name	Did you speak English on the telephone this weekend? Tell about a call.	Are you making progress toward your goal? Why? Why not?	What can you do outside of class to help you achieve your goal?

Practice/teach grid questions. The boxes can contain complete questions or cue phrases. After doing an example, learners interview each other and record answers on the grid. The teacher can interview learners and record responses on an overhead transparency of the grid. That way, processing questions can be asked and results analyzed together.
Note: The number of rows for learners to respond is indefinite.

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ASSESSMENT

Rubric for Evaluating Performance on Voice Mail Message.

Name _____				
Name is clear	**1**	**2**	**3**	**4**
Telephone # is clear	**1**	**2**	**3**	**4**
Message is clear	**1**	**2**	**3**	**4**

4 = Very clear. I understand the first time.
3 = Clear. I understand it the second time.
2 = A little clear. I understand it the third time.
1 = Not clear. I have to listen more than 3 times.

Student Final Assessment: Toward the end of the unit, the students completed the evaluation form.

Name _____ Date _____

1. My English on the telephone improved.	No	A little	Some	A lot
2. I am making progress toward my goal.	No	A little	Some	A lot
3. I achieved my goal.		Yes	No	

Teacher Final Assessment: The teacher assess the achievement of the instructional objectives and records the assessment on the learner's progress report.

Goal Process

___ 1. Understands goal setting
___ 2. Identifies a realistic goal
___ 3. Develops a plan
___ 4. Works on plan
___ 5. Evaluates progress

+ = achieved
✔ = needs more practice
A = Absent

The completion of contact assignments, self-reports of activities on the goal plan and on-going assessment of lesson objectives informed the final assessment. Assessment is recorded on the progress report.

Evidence for Goal Evaluation
(Place **X** on all that apply)

___ Learner self assessment
___ Overall progress in skills
___ Related instructional objectives
___ Demonstrated new skills
___ Other_____

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Lesson Plan 2

Contributed by Mary Kay Alegre

Goal Setting and Goal Achievement: How it works in the ESL Classroom

The Class
Beginner level
12 week intensive program (15 hours per week)
computer lab- 1 1/2 hours per week
25 students (80% with no e-mail & Internet experience) from 15 countries

The Goal
Related to beginning of cycle learner needs assessment and interest in computers, and subsequent follow up interest survey on using the computer. Because students had a common interest in learning to use e-mail and the Internet, individual goals related to this topic. Individuals with common goals work together in groups to come up with steps to achieve goals and to monitor progress. The process takes place during 8 of the 12 weeks.

The Strategy
Use techniques that are familiar to me and to students to set, monitor, and assess student progress:

needs assessment	brainstorming & written survey
information grids	group work
picture stories	log sheets

STEPS TO EFFECTIVE GOAL WORK

STEP 1

Unit Needs Assessment	- Brainstorm uses of e-mail and the Internet in small groups and then full-class on flipchart paper. - Use information to create a follow-up student needs assessment survey. - Students complete survey and indicate which topic is most important to them to learn NOW.

Most important – for me to learn now (*)	Skill	Easy for me	So-so	Difficult for me *or* Don't know	It is **important** for me to learn *now*	It *is not* *important* for me now	It will be important for me *in the future* (not now)
Use e-mail to write to my family							
Etc.							

STEP 2

Introduce Goals Concept	- Show E-mail Love Affair story in picture form. Have students predict, discuss, and discover new vocabulary. - Read story out loud and then give students time to read story. - Discuss new vocabulary/concepts: "achieve her goal", etc. - Reflect on story to complete a goal sheet for story's protagonist "Elena" in small groups. - Show sample goals--realistic and unrealistic--to achieve during an 8-week period. Discuss.

E-mail Love Affair

Elena is from Guatemala. She has lived in the United States for two years. She's a busgirl at a Chinese Restaurant. She is lonely, because she doesn't have a boyfriend.

One year, she visits her country for Christmas and she meets a nice man, his name is Juan. They go to the movies together, he meets her family, and after two weeks they want to get married! But, she has to go back to the United States.

She returns to the United States but she doesn't forget Juan. She wants to call Juan everyday, but she doesn't have much money. The telephone is very expensive. Her friend tells her she can send him a message using e-mail, and it's free. The problem is Elena doesn't have a computer, and she doesn't know how to send an e-mail message. Because she loves Juan, and wants to communicate with him, she decides to learn how to send an e-mail.

She writes her goal.
Goal: I want to learn how to send an e-mail message so I can communicate with Juan.

First, she asks her friend "where can I find a computer?" Her friend says "the library has computers that anyone can use." She goes to the library. Then, she says to the librarian "I want to send an e-mail message to my boyfriend in Guatemala, how can I send a message?" The librarian says "first, you and your boyfriend need to set up an account with Hotmail.com or Yahoo.com." So she sets up her account, and her boyfriend sets up an account too. Next, she learns how to send a message, reply to a message and receive a new message.

Now, she goes to the library every Tuesday, Friday and Sunday afternoon to write Juan a long love e-mail. He is coming to live in the United States and they are getting married next year.

Malegre/teaching/goal/estory.doc

GROUP MEMBERS' NAMES:

1) _____ 2) _____
3) _____ 4) _____
5) _____ 6) _____

ELENA'S GOAL

The goal:

She wants to _____
so she can _____

The Plan to Achieve the Goal

Steps:

1. _____
2. _____
3. _____
4. _____

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STEP 3

Individual Goal Articulation Planning	- Based on student survey and chosen topic of importance, students are grouped by common topic of interest. - Small groups come up with a realistic goal related to E-mail or the Internet and steps to achieve their goal.

GROUP MEMBERS' NAMES:
1)_____ 2)_____
3)_____ 4)_____
5)_____ 6)_____

The goal:
I want to _____
so I can _____

The Plan to Achieve the Goal
Steps:
2. _____
4 _____
5 _____
5. _____

STEP 4

Goal Monitoring	- Each person gets a copy of their group's goal and maintains a personal "Steps Toward My Goal" log. Class time is set aside each week for students to get together with their group and discuss progress, and record steps taken.

Steps Toward My Goal _____ Name

Date	Step	Difficult/so-so/easy

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STEP 5 -- THE ASSESSMENT PROCESS

- **Develop questions I need to have answered in order to assess students' progess and acheivement of their goal.**
- **Use various assessment activities to assess understanding of goal setting process and goal achievement**

Assessment 1	**Questions it will answer**
1. Set up an e-mail account	Can student fill out and navigate a web-related form? Can student understand Internet related concepts "password" etc.

Students were given these instructions and a print-out of the Hotmail.com e-mail sign up form. They filled it out in class, then on the computer.

How to sign up for a free e-mail account
1 go to www.hotmail.com

click New user? Sign up now!

Opening an E-mail account
Use e-mail to communicate with friends and family at school, in the U.S. and all around the world!

2. Read the Agreement and Sign the bottom of the agreement.

3. Then fill out the "passport profile" form (see attached)

help with the form:

Member Name – Member Id
Examples of member name ***(put 3 or 4 numbers after name to avoid finding a repeat name on hotmail.***
dmoss9999
mkalegre9999
or ricardo_fernandez9999

Password--your password should be 8 letters or more—no spaces
think about your school, favorite food, your town and a favorite year, something you like to do, lucky numbers
examples: barrettschool
salsamusic
barcelona83
FOR THIS CLASS: type *Clarendon* as your password. Later you can change your password for privacy

secret question: write a question with an answer not many people know the answer to
example question: What is my grandmother's middle name?
Answer: Ann

FOR THIS CLASS:
secret question is: What's my teacher's last name?
Secret answer: *Alegre*

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Assessment 2	Questions it will answer
2. Information Grid In class Out of class	Can student communicate with others about e-mail addresses, and the importance of technology?

Students completed this information grid by mingling around the room and asking these questions to 8 or more classmates. I observed and helped with communications skills.

Internet Information Grid - In Class

Name	What's your e-mail address?	Who did you send an e-mail message to?	Do you have a computer at home?	Do you think e-mail and the Internet are important? Why?

E-mail and Internet Survey - ask friends, family & co-workers - Outside of Class

Name	Do you have an e-mail address?	What do you use e-mail for?	Do you use the Internet?	What do you use the Internet for?

Assessment 3	Questions it will answer
3. Internet Journal (Web Site) Log	Are students visiting Web sites while in the computer lab? Are students visiting Web sites after class? How much time are they spending outside of class? Can students evaluate the sites they are seeing?

Students kept a log of sites they visited. And, using skills learned in class evaluated the sites.

My Internet Journal

Name _____
Date: _____

IN CLASS

Date Time	Web sites I visited	What information I got	good site/so-so site/bad site
Example 2/12 9:15-10:00am	www.cnn.com www.whitehouse.gov	Weather and news in my country Information on White House tours	Good site, I like it! So-so. It was difficult to understand

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Assessment 4	Questions it will answer
4. Copies of Messages Sent To e-mail pen-pal	Are students able to send/receive messages? Are the messages written appropriately and correctly? Did student demonstrate the new skills gained?

We reviewed this document together, then students were to write a similar message to their e-mail pen-pal. They typed the message into the computer during lab time the following day and I asked for an e-mail cc.

Writing an e-mail about yourself **teaching/internet/writemail**

In your message, you can answer some of these questions:

What's your name?
Where are you from?
Where do you live now?
Do you like living in Virginia?
Where do you go to school?
How long have you been in the United States?
Are you married?
Do you have any children?
What do you like to do for fun?
What's your job?
How many brothers and sisters do you have?

Then, ask your friend some questions... maybe...
Do you like your city?
How's the weather there?
Is life difficult for you there?
Other questions:
_____?
_____?

Practice writing your e-mail message

Example e-mail message to your e-mail pen-pal:

Dear _____,

Hello! My name is Elisa Harnal. I'm from India. Now I live in Arlington, Virginia and I study English at Clarendon Education Center in Arlington, Virginia. I like Virginia very much. It is very close to Washington DC. Washington, DC has many museums and monuments. I like to visit the Art Museums with my two children.

Write more about you. Etc. etc.....

How about you? Do you like Oregon? What do you like to do for fun? I like to dance.

Please write to me soon!

Your e-mail pen pal,

Elisa

Assessment 5	Questions it will answer
5. Final assessment (student)	Can student reflect on the goal setting process? Does student have a realistic view of progress? Does student feel he/she achieved their goal? Does the student think he/she will use this process in the future? In what settings?

Toward the end of the unit, the students completed the student evaluation form.

Name _____ Date _____

1. I now understand better how to use E-mail	Yes	So-so	No
2. I am making progress toward my goal.	Yes	So-so	No
3. I achieved my goal.	Yes	No	

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Assessment 6	Questions it will answer
6. Final Assessment (teacher) Goal Process & Evidence for Goal Evaluation.	Does student understand the goal setting process? Can student identify a realistic goal? Did the student develop a plan and work on it? Did the student evaluate his/her progress? Did the student make progress in the skill? Did the student demonstrate the new skills gained?

I assessed the student's understanding of the goals process by their skill level in the assessment activities and weekly updates of their Steps Toward My Goal sheet. This information was recorded on the learner's progress report.

Goal Process

___ 1. Understands goal setting
___ 2. Identifies a realistic goal
___ 3. Develops a plan
___ 4. Works on plan
___ 5. Evaluates progress

+ = achieved
✓ = needs more practice
A = Absent

I made a final asessment based on my observations during the activities and from student logs, grids, and survey. I recorded the assessment on the learner's progress report.

Evidence for Goal Evaluation
(Place **X** on all that apply)

___ Learner self assessment
___ Overall progress in skills
___ Related instructional objectives
___ Demonstrated new skills
___ Other_____

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A PROCESS FOR WORKING WITH ADULT STUDENTS ON SHORT-TERM GOALS

PARTICIPANT PACKET

DEVELOPED BY PROJECT LEARNER STAFF AT THE ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM

Produced by the Arlington Education and Employment Program (REEP) under funding from the Commonwealth of Virginia Department of Education 353 Staff Development Priority 7: Project Learner (VA-98-353)

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A Process for Working With Adult Students on Short-term Goals

Part A: INTRODUCTION

This century has seen an increasing interest in the adult learner as separate and unique from the child and adolescent learner. One distinction made in the literature is that an adult's readiness to learn is related to life's demands. The literature often mentions learning related to individual goals and needs. A recent study conducted by the National Center for the Study of Adult Learning and Literacy (NCSALL) sought to "identify and explore the forces that are supporting adults to persist in their studies and the forces that are acting to hinder their persistence" (Comings, Parrella, and Soricone, 1999). The findings suggest that "participants who have goals in mind are likely to persist in their studies, and changing a goal through experience appears to be a positive decision" (ibid).

Effective adult programs today strive to provide meaningful, learner-centered instruction that is informed by learners' needs, interests, and goals. For example, at REEP (an adult ESL program with classes of 25-30 students), tailoring instruction to class needs and class goals is accomplished through class curriculum negotiation, whereby students negotiate the course content and set class goals.[1] Such a process gives learners a voice in their instruction, informs and tailors instruction, and improves practice through a better understanding of learners' needs.

All the benefits described for class needs assessment apply to working with individual learners on their specific goals. Also, such work provides a way of better addressing individual needs in large classes. It can increase motivation and confidence. Learners commit more time to study outside of class, a problem with busy adult students. Including goals in a program's assessment system also provides a way to report gains not reflected on standardized tests. It also helps the field better articulate the importance of education in our adult learners' lives.

Yet, working with individuals on their specific goals is undoubtedly more time consuming and complicated than class goals and raises questions that programs and instructors need to address. For example: What is a goal? How much class time does it take? How can a teacher help 20+ students with their individual goals? **What questions do you have?**

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[1] **BACKGROUND INFORMATION: REEP CURRICULUM**: During the first two weeks of class, teachers cover the "Getting Started" unit in the REEP Curriculum: A Learner-Centered ESL Curriculum for Adults, 1994. Through this unit, learners and the teacher get to know each other, identify reasons for studying English, and negotiate the curriculum. Each instructional level has more topic units than can be covered. Through a class needs assessment process, the learners select 4-5 topic units that are priorities for them. The selected units become the context through which the language skills for that instructional level are taught and learned. The REEP Curriculum is available through the ERIC Clearinghouse on Adult, Career, and Vocational Education (800)-443-3742. For more information on REEP, visit our website at www.arlington.k 12.va.us/departments/adulted/.

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Part B: WHAT IS A GOAL?

The way programs or instructors approach goal work with individual learners is influenced by their definition of a goal. A goal can be defined in numerous ways:

A dream is a wish that your heart makes. A goal is a dream with a deadline. (Meta Potts, E-mail correspondence, 10/12/98).

The end toward which effort is directed. (Webster's New Collegiate Dictionary)

Goals are expected learning outcomes given the needs and abilities of learners, the types of educational/tutoring services provided, and the designated time periods assigned for goal attainment. (Goal Attainment Scaling)

Long term learning ventures are prescribed courses of learning (e.g. GED) and use standard measures in pre-test/post/test process to determine a learner's starting point as well as to measure progress. (Lennox McLendon)

A goal is a short-term learning objective that can realistically be accomplished within one instructional cycle, i.e. 4-15 hours per week over 12 weeks.[2] (REEP)

Short term learning projects address a short term need that is very context specific. For example, a limited English proficient custodian wants to be able to respond to inquiries for directions. (Lennox McLendon)

Achievement, purpose, winning, career, being an expert, reaching, dreams and wishes. (REEP learners, 10/98).

WHAT IS YOUR DEFINITION OF A GOAL?

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[2] While the process, instructional objectives, and strategies outlined in this reading reflect this goal definition and were developed for an adult ESL classroom-based program, they can be adapted to other goal definitions and instructional settings.

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Part C: INSTRUCTIONAL OBJECTIVES: INDIVIDUAL SHORT-TERM GOAL WORK

> *To plan, adults need to be able to set and prioritize goals, develop an organized approach to activities and objectives, actively carry out the plan, monitor the plan's progress, and evaluate its effectiveness while considering any need to adjust the plan.*
>
> *EFF standard statement for the skill, Plan*

As indicated in the above quote, working with learners on their individual goals does more than help them achieve a stated goal. While working on a specific goal, learners are developing many other skills that can be applied to future education goals as well as other life endeavors. These skills are represented in the instructional objectives covered at REEP:

1) *Understand the concept of goal setting.*
2) *State a realistic goal for the instructional cycle*[3].
3) *Identify strategies to achieve the goal.*
4) *Create a plan to achieve the goal.*
5) *Carry out the plan, monitor goal work and refine goals and strategies, as needed.*
6) *Evaluate and demonstrate achievement of/progress toward goal.*

These objectives as well as the progress made toward achievement of the stated goal are assessed at the end of the goal process.

Part D: INSTRUCTIONAL STEPS[4]

The process/instructional steps used at REEP mirror the instructional objectives outlined in Part C and consist of class needs assessment, goal articulation and planning, goal monitoring, and goal assessment.

BEGINNING		ON GOING	END
Class Needs Assessment	Goal Articulation. Plan.	Learners and Teachers Monitor Progress. Learner/Teacher Conference mid-way.	Teacher and learner assess goal work. Learner Teacher Conference.

[3] At REEP, this is a 12 week cycle of 4-15 hours per week (48-120 hours of instruction). However, the goals process does not necessarily take the full 12 weeks.

[4] See resource packet for suggested tools and activities for various levels. Instructors will need to use their judgement as to the appropriate tools and processes for their particular learners.

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1. CLASS NEEDS ASSESSMENT AND GOAL SETTING

Individual goals should grow out of the class needs assessment process[5]. This helps maintains a connection between individual and class work and assists with management and facilitation of multiple goals. If possible, individual goal work should be linked to the learner's long term goal since successful short-term goals are often components of longer-term goals.

For class needs assessment and goal setting, the teacher uses level appropriate tools to assist learners in:

* Identifying their long-term goals/reasons for studying English,
* Selecting topic units to be covered as a class, and
* Identifying and prioritizing language skill needs and focus.

From the needs and priorities identified through the above activities, the teacher selects a tool(s) to focus learners on an individual goal that can be accomplished during the time frame designated for the goals process. Some questions to facilitate the transition from class needs assessment to individual goal articulation include:

Why are you studying English?
Which language skill did you choose in the class needs assessment (reading, writing, speaking, or listening?) Why is this skill important for you?
When is that skill difficult for you? Think of a time when you couldn't do something in English.
What do you want to be able to do when you finish this class?

2. IDENTIFYING GOALS AND PLANNING

In this critical step, the teacher guides the learners in identifying and articulating an individual goal as well as developing a plan to achieve the goal.

The goal needs to be realistic, achievable, and measurable within the given time frame. Examples of potential realistic goals[6] (given the time frame as well as the level and ability of the student), include:

I need to improve my writing in order to write letters to my daughter's teachers.
I need to describe symptoms to the doctor.
I want to improve my listening so that I can understand TV news programs better.
I need to practice speaking so I can have a job interview.

---

[5] With our beginning level classes, we have found it most effective to have students identify an individual goal within the context of one of the lifeskills units selected through class needs assessment.

[6] These are actual examples of goals articulated by REEP students.

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If the goals are not realistic and achievable, the learners will be frustrated by the process and will not have the sense of accomplishment or progress that is a motivating factor with individual goals. Unrealistic goals tend to be too broad, have more than one goal embedded into them, lack focus, have no criteria or context, and need qualifiers. Examples of unrealistic goals given the time frame allotted at REEP include:

Learn English. (Too broad)
Improve my pronunciation. (Lacks focus, needs criteria and context)
Practice speaking. (Lacks focus)

Modeling and samples are critical in assisting learners in articulating a realistic goal and planning strategies to achieve the goal. The teacher should model the process with a sample student goal or a goal of his/her own. Given a particular context (e.g. family literacy), the teacher and students can brainstorm a list of possible goals. Samples of unrealistic as well as realistic goals help learners understand the concept of a short-term vs. a long-term goal.[7] Then, using a realistic goal as a model, the teacher can work with the class to state the goal, do a pre-assessment, and develop a list of strategies to achieve that goal.

A formulaic goal statement helps learners identify a measurable language goal that is achievable given the time frame. The goal statement should include what (e.g. identified skill) and why (in order to/so I can), for example:

I need to improve / practice my (identified skill) in order to (do something).

*I need to improve my **reading** in order to **read cookbooks**.*(Student wants to be a chef.)

I need to improve (identified skill) so I can (do something).

*I need to improve my **speaking** in order to **ask questions in the supermarket**.*

Once the process has been modeled and worked through as a group, the learners write out their goal and strategies and complete the goal pre-assessment (e.g. where I am now and where I want to be). **The assessment serves as a baseline assessment against which to measure progress made throughout the goal process. Even if the goal is not achieved, it is helpful for the student to see progress. It also helps the learner and teacher identify whether or not the goal is too broad, given the time frame and learners' abilities.**

The teacher reviews the goals, plans (strategies), and self-assessments. If the goals seem unrealistic or the plans do not match the goal, the students can self or peer critique the goals/plan. Some questions could include: Can this goal really be accomplished in 12 weeks? Will the strategies in my plan help me achieve my goal and how?

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[7] What constitutes a realistic goal will depend, in part, on the learner's current level. For example, "I need to improve my writing to enter college" is unrealistic for a beginning student but may not be for an advanced student.

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3. CARRYING OUT THE PLAN/MONITORING PROGRESS

Depending on the type of goal, plan, and learning style of the student, **learners reflect on their progress and activities in various ways throughout the goal process.** Some learners enjoy keeping a record of their goal activities, e.g. on a log or in a portfolio; others resist these approaches. Typically, learners enjoy and benefit from periodic opportunities to share their progress with each other and get feedback from other learners on their progress and strategies. This can be done as a whole group, in homogeneous small groups (learners with similar goals), or heterogeneous small groups (learners with different goals). Learners generally want to talk with and get feedback from their teachers about their goals. This can be accomplished during the middle and end of cycle individual progress conferences.

4. EVALUATING AND DOCUMENTING PROGRESS

Achievement of/progress toward the goal is assessed by the learner and the teacher at the end of the goal process. The process (i.e. instructional objectives) is assessed by the teacher.

Learners reflect on the achievement of their goal and record their assessment on their goal worksheet. Learners should show evidence of progress/achievement. Evidence could include demonstration of new skills, documentation from outside sources (e.g. a promotion, a certificate), statements about how the student feels/functions now, anecdotal statements, such as, "I spoke to my boss about...I couldn't do that before.", etc.

Teachers assess progress toward/achievement of the goal based on overall progress in the class, performance evaluation or student demonstration, learner self-assessment, and/or achievement of related class objectives. The teacher records the assessment and evidence on the learners' progress report. The teacher also assesses achievement of the instructional objectives (process), records the assessment on the learner's progress report, and discusses the learner's progress during the individual conferences at the end of the cycle.

PART D: CONCLUSION

The goal process outlined in this reading takes time and experimentation. However, when well implemented, learners, programs, instructors, and the field benefit. Goal work allows a learner to state a learning goal and make plans to meet the goal. The direction of the learning is conducted by the learner (Hiemstra 1990). It also helps the learner develop planning skills and practice language skills while working on a specific individual goal. Programs and instructors can learn more about their students and their needs through goal work. This information can be used to inform instruction and improve program effectiveness. Finally, funders want evidence of learners' educational gains and attainment of their learning goals. Goal work can be used to provide evidence that learners are making progress.

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RATIONALE FOR LEARNER GOALS

Working with learners and their short term learning goals:

- Gives learners a voice in their assessment and provides assistance with setting achievable goals as well as developing learning strategies and self-assessment skills.
- Informs instruction and improves practice through better understanding of learners (i.e., reasons for enrollment, needs, perceptions of progress).
- Provides a way to capture and report gains not reflected on standardized tests and help the field better articulate the importance of education in the lives of our adult learners?

CHARACTERISTICS OF AN EFFECTIVE GOALS PROCESS

These characteristics may vary depending on program circumstances as well as type of goals.

Goal work should:

- Incorporate activities that assist learners in achieving instructional objectives. (See above).
- Help learners identify a goal that is realistic, achievable, and measurable within the given time frame.
- Be an on going part of the curriculum.
- Be meaningful. Neither the learners nor the teachers should perceive goal work as a waste of learning time. For example, ESL learners need to be actively using English and see the connection between goal work and developing skills and strategies such as self-assessment and problem solving.
- Consider the level of skills and knowledge required to complete selected goal tasks.
- Be evaluated by the learner and teacher.

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INSTRUCTIONAL OBJECTIVES

These objectives as well as the progress made toward the achievement of the stated goal are assessed at the end of the process.

Learners will:

- ✓ Understand the concept of goal setting.
- ✓ State a realistic goal.
- ✓ Identify strategies to achieve the goal, including personal strengths and obstacles to achieving the goal.
- ✓ Create a study plan to achieve goal.
- ✓ Carry out the plan, monitor goal achievement and refine goals and strategies, as needed.
- ✓ Evaluate achievement of goal.

INSTRUCTIONAL STEPS

The process/instructional steps mirror the instructional objectives.

- Needs assessment
- Identify a goal
- Develop a plan
- Carry out the plan/monitor progress
- Evaluate progress

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ASSESSMENT METHODS FOR LEARNERS' GOALS

Assessment Method	Time period	Description
Interviews	At in-take,	A one-on-one conversation with learner to discuss needs, expectations and reasons for entering an educational program. It is an appropriate time to discuss long and short-term goals. This is a practical procedure for some programs, but not for all.
Teacher/Learner Conferences	Monitoring phase Evaluation phase	Individual conferences to discuss how learner is proceeding and the progress that is being made. It is also a good time to offer encouragement, suggestions and strategies.
Teacher Observations/Assessment of related objectives	On-going	Teacher observes learner performance of classroom tasks, their use and management of materials and interaction with other learners (depending on program context). Teacher can observe performance on class objectives that are related to learner's project.
Presentations	Evaluation phase	Learners demonstrate their knowledge and skills through formal presentations following a given criteria.
Portfolios	On-going Evaluation phase	Learners collect and save materials that help to demonstrate progress toward goal. Materials can be writing samples, certificates received, video and audio tapes of performance, products completed, etc.
Logs/Journals	On-going	Learner keeps a record of activities and work accomplishments related to goal. Learner reflects on learning and progress.
Outside documentation	On-going Evaluation phase	Learner brings in evidence of progress toward goal, e.g. work certificate, stub that shows a raise, etc.
Learner Self-Assessment	On-going and Evaluation phase	Learner evaluates achievement or progress toward goal and explains reason for assessment.

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